

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present.
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.2.1 Dramatize how theatre is enhanced by dance, visual art, and music.
- K-3.T.1.2.2 Compare a written (oral) story with a dramatic performance of that same story.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using theatre vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.1.1 Use theatre vocabulary to discuss a dramatic performance.
- K-3.T.2.1.2 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.3 Use drama as a form of communication.

Goal 2.2: Exercise sound reasoning in understanding and making choices about theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.2.1 Identify the beginning, middle, and ending of dramatic performances.
- K-3.T.2.2.2 Verbalize personal preferences for various types of drama.
- K-3.T.2.2.3 Express preferences for the various aspects of a dramatic performance.
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: Utilize concepts essential to theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization.
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.2.1 Use dialogue to tell stories.
- K-3.T.3.2.2 Interact in imaginary situations.
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production.
- K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- K-3.T.3.2.5 Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.3.1 Create spontaneous dialogue to express or create characters in a scene.
- K-3.T.3.3.2 Create and present original or fictional stories.
- K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading.